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TITLE IEA Six-Subject Survey Instruments: French Teacher Questionnaire.

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ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed general information concerning teachers of French as a Foreign Language. (RC)

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IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2	IEA/M1	Manual for National Centers
	IEA/M2	Manual for School Coordinators
	IEA/M3	Manual for Test Administrators
Stage 3	IEA/M1/Stage 3	Manual for National Centers
	IEA/M2/Stage 3	Manual for School Coordinators
	IEA/M3/Stage 3	Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

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2: Student Population

1 = I	6 = II and IV
2 = II	7 = I, II and IV
3 = III	8 = I and IV
4 = IV	9 = IV Specialist
5 = I and II	N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Teacher Questionnaire: French as a Foreign Language

Data Bank Instrument Number TEF

TM 004 155

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The School Co-ordinator is responsible for passing on the Teacher Envelopes to the appropriate teachers and to do everything possible to ensure their return, completed. Each teacher is expected to fill in only two or three of the parts of the questionnaires. The parts which are appropriate are explained in the questionnaires themselves). Teachers should be requested to insert their completed answer cards into the Teacher Return Envelope which can then be sealed.

The School Co-ordinator should collect the Teacher Return Envelopes for return to the National Center.

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Q.5 This is full-time training and such phenomena as 'Referendarzeit' in Germany should be included. The term 'excluding part-repetition of courses' refers to repeating a year in a higher education course. Thus, if it has taken a teacher 4 years to complete what is normally a 3 year course this should be recorded as 3 years.

Q.10 By general teachers' association or union is meant either regional or national association e.g., National Education Association, American Federation of Teachers, N.U.T. etc.

Q.25 The term 'printed drill material' includes both work books and other books which comprise primarily many routine exercises.

Q. 36. This should be treated as an unscaled variable. National Centers should develop a set of up to ten categories which will cover the range of possible circumstances in their country. The categories should be arranged in order of their position in the academic hierarchy (if possible),

Category A will be "I have received no training at all".

Categories B,C and D should be used for institutions which do not give degrees.

Categories E, F and G should be used for institutions giving first degrees but not allowing for graduate study.

Categories H, I and J should be reserved for university type institutions.

See the General Notes for further explanation of unscaled variables.

French and English as a Foreign Language

Q. 7 National Centers should fill in the name of their native language as option A.

Civic Education

All questions are international options.

QUESTIONNAIRES

GENERAL NOTES

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1. Instructions for all questionnaires should encourage all respondents to give a response to every item. It is left to National Centers to frame the statement for their own countries. Indeed, test administrators and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.

2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.

3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".

4. Some questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs $\geq$ (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.

5. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.

6. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to IEA International.

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7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.

8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).

9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.

10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.

11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

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12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.

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